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ABSTRACT

The Library/Book Fellows Program began in 1986 with a grant to the American Library Association from the U.S. Information Agency, an independent agency within the Executive Branch. The purposes of the program are to: (1) increase international understanding through the establishment of professional and personal relationships and the accomplishment of mutual goals; and (2) enable U.S. librarians and publishers to enrich and broaden their career experience through a 4-month to 1-year period of overseas service. The 1987-89 inaugural class of eight fellows was chosen from more than 200 applicants. Their programs included setting up a system for automating library functions; developing a university-level library science curriculum; training host country librarians in traditional automated information and retrieval techniques; and developing and promoting American studies collections in host countries. This booklet presents recollections of the fellows' experiences in Chile, Finland, India, Indonesia, Jordan, Malaysia, Mauritius, and Turkey, together with profiles of the fellows and an overview of each program. (SD)

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U.S. INFORMATION AMBASSADORS: THE LIBRARY/ BOOK FELLOWS PROGRAM

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Robert P. Doyle

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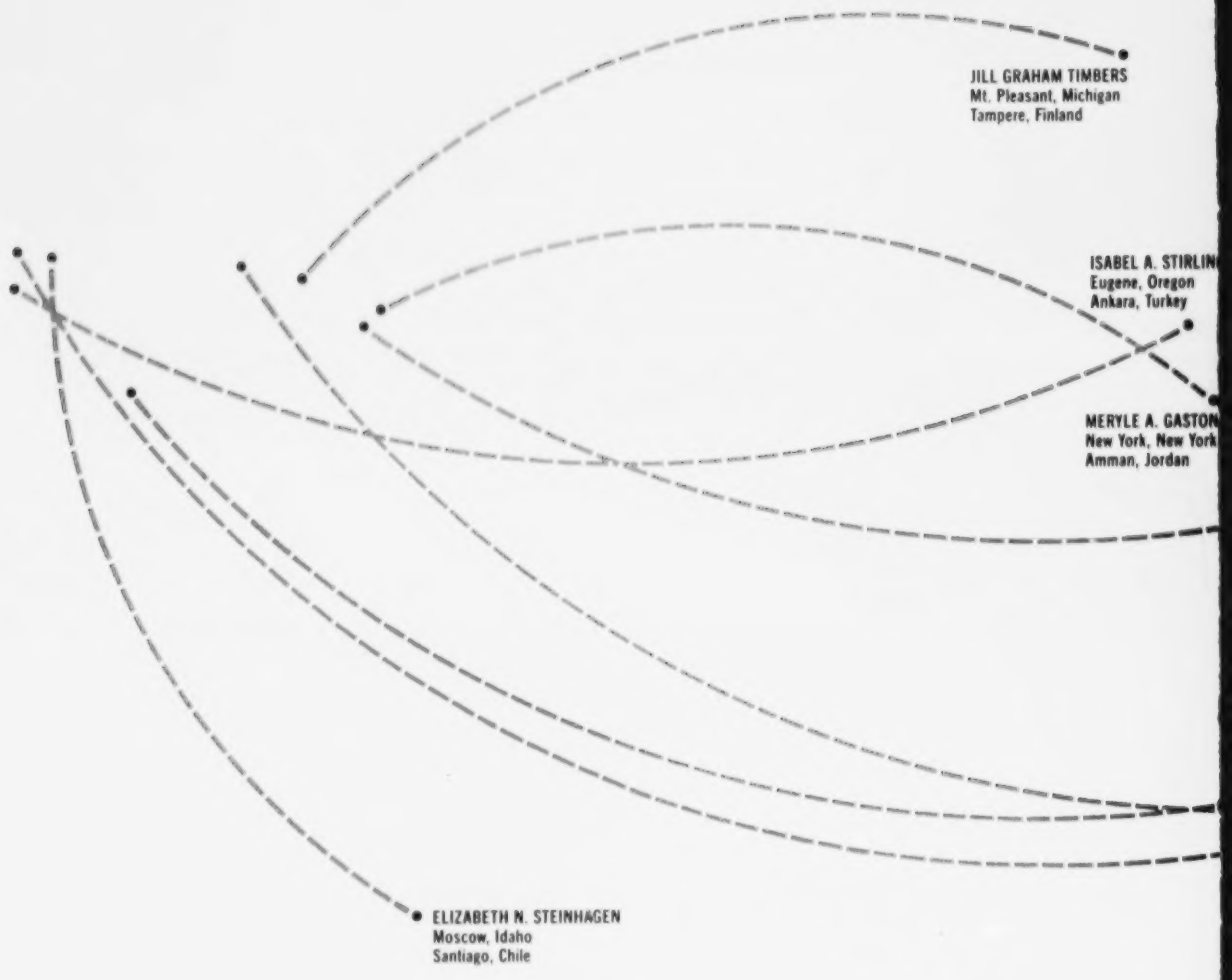
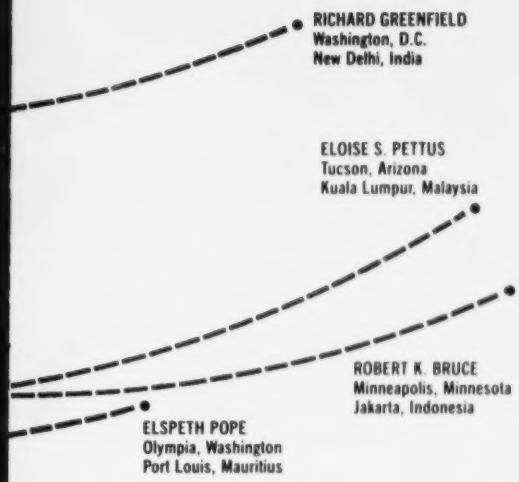


All together the inaugural (1987-89) class of eight fellows logged more than 150,000 miles in their travels to four continents.



"In a world divided by ideology, by trade barriers, by military threats and nuclear fears, we librarians are not powerless. We are the ambassadors of an indivisible world—of culture and books and ideas. Unfortunately, we are not plenipotentiary. But there is no country in the world where librarians cannot make some small progress toward removing the boundaries and lowering the barriers which separate cultures and which are sponsored by citizens or by governments. Every librarian, regardless of his government's policy, has the opportunity, if he has the courage, to open the avenues of books and ideas a little wider.... We must try to make the world of books more open—so that men and women everywhere may breathe freely the uncensored open air of ideas."

Daniel J. Boorstin, *The Indivisible World: Libraries and the Myth of Cultural Exchange*. (Washington, D.C.: The Library of Congress, 1985)

PURPOSE

The Library/Book Fellows Program began in 1986 with a grant to the American Library Association from the United States Information Agency (USIA). The program's purpose is twofold: (1) to increase international understanding through the establishment of professional and personal relationships and the accomplishment of mutual goals, and (2) to enable U.S. librarians and publishers to enrich and broaden their career experience through a short period of overseas service.

THE PARTICIPANTS

The inaugural (1987-89) class of eight Fellows was chosen from more than 200 applicants in a demanding process seeking U.S. library and publishing professionals to initiate and carry out projects in other nations. Their assignments lasted from four months to one year in such diverse posts as Chile, Finland, India, Indonesia, Jordan, Malaysia, Mauritius, and Turkey. The Fellows' projects, developed in cooperation with the host country with assistance from USIA, were wide-ranging and included setting up a system for automating library functions, developing a university-level library science curriculum, training host-country librarians in traditional and automated information retrieval techniques, and developing and promoting American Studies collections in host countries.

Each Fellow's experience was unique and posed exciting and unusual challenges as well as unforeseen obstacles. But all of the Fellows gained a new perspective on themselves and others. In the process of sharing materials, ideas, and information with their overseas colleagues, the Fellows viewed life and librarianship through fresh eyes.

The following highlights are what this first class of Fellows recall of their time overseas.

ELIZABETH N. STEINHAGEN
Head, Serials Cataloging Section
University of Idaho Library,
Moscow
Chilean Institute of North
American Culture, Santiago

One of the greatest appeals to travelers to Santiago, located in the central coastal region of Chile, is its Mediterranean climate. Here January and February mark the height of summer. But Elizabeth Steinhagen was attracted to Santiago for far different reasons than its agreeable weather. Chile was once her home—she grew up and completed high school there—and she knew first-hand some of the country's needs for advancing the field of librarianship.

Steinhagen was eager to return and to show Chile to her daughter who accompanied her. Her "tour of duty" extended from the end of September 1987 to the end of March of the following year, summertime for the Southern hemisphere, a time when most tourists would be happy to come. In this case, however, summer vacation resulted in universities and other institutions closing down completely right in the middle of her stay. The momentum of her project would be hard to sustain with this interruption, so she would have to plan very carefully to compress seven months of work into five. Nevertheless, Steinhagen considered herself lucky because she had a clear notion of what her host country expected of her and encountered few surprises.

The head librarian at the Instituto Chileno Norteamericano de Cultura, where Steinhagen was based, had set up a timetable of activities for her in advance, and topics and schedules for the courses she would teach at the library school in Santiago also were already decided. Most of the "nuts and bolts" thus were in place to begin work almost immediately upon her arrival in Chile.

A group of Chilean librarians gather after a lecture with their instructor Elizabeth N. Steinhagen (bottom row, second from right).

Steinhagen's duties fell into two broad areas: American Studies and librarianship. The first of these encompassed setting up an American Studies Resource Center at the Instituto Chileno Norteamericano de Cultura, the same Bi-National Center (BNC) at which she was stationed, in the capital of Santiago and expanding American Studies opportunities at other BNCs in Chile.

The BNC budget for the new fiscal year left little room for adding new acquisitions to the existing American Studies collection. Steinhagen began by developing some basic lists and bibliographies to assist the library in weeding and other collection management activities until funding for new works could be obtained. Together with the head librarian, she also worked on a plan to provide ongoing training in American Studies library services to librarians at BNCs throughout Chile. Steinhagen then assessed the Santiago BNC library and its services and developed recommendations for future programs and activities. But the most successful and promising aspect of the American Studies phase of her project derived from finding ways to promote greater cooperation among all Chilean BNCs, especially those in

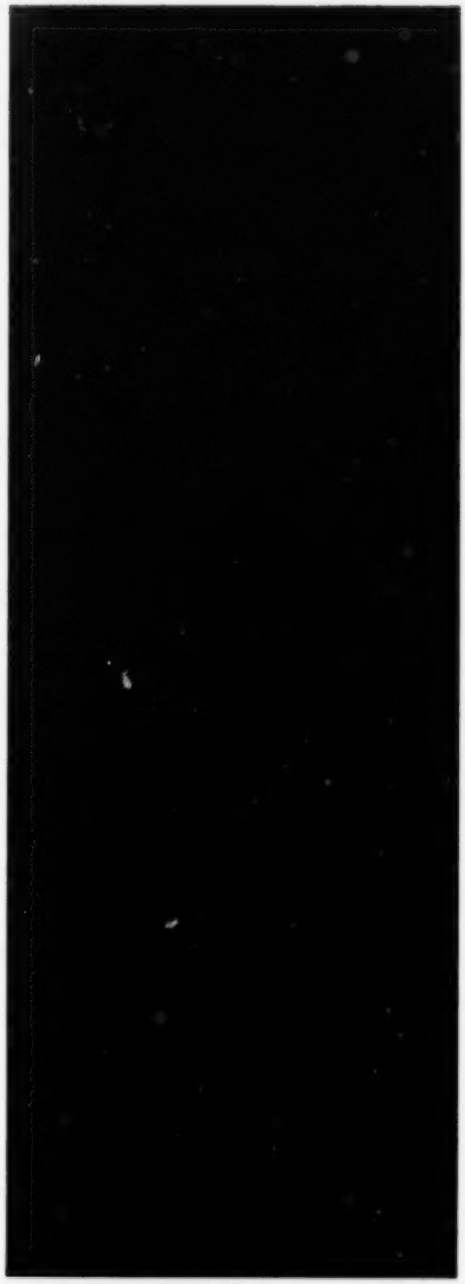
largest cities—Santiago, Valparaiso, and Concepcion.

Tied in with this first phase, Steinhagen was to establish a Bibliographic Studies Center at the Santiago BNC. The concept of such a center remained nebulous at best, and this Fellow later learned that communication problems early on had muddied the message about what was really needed. Fortunately, her fluent Spanish, which Steinhagen deems *essential* to one's acceptance in Latin America, got her over this hurdle. Her goal, in part, was "to bring the BNC Library to center stage on the library scene in Chile." Once a progressive institution at the forefront of modern librarianship and library technology, the 50-year-old BNC Library now lagged behind in automation. All of its processing and services relied strictly on manual techniques. In contrast, many of the country's academic libraries had begun to implement automated cataloging and database search systems.

Furthermore, while interest in optical technology was growing, not one Chilean library owned a CD-ROM drive and database. Using a donated system, Steinhagen conducted database searching demonstrations for information professionals and set the wheels in motion for the establishment of the country's first demonstration center of compact disc databases, a planned cooperative venture of the BNC Library, the National Commission of Scientific and Technological Research (the Chilean ISDS center), and a number of universities. More importantly, however, she succeeded in bringing the BNC Library back into the national spotlight and helped institute plans for a variety of long-range cooperative projects centering on automated information processing, access, and delivery.

The second phase of the project brought her into the classroom. She lectured to hundreds of library students, librarians, and other information specialists across the country in diverse places such as Santiago, Concepcion, Temuco, and Valparaiso and was invited to visit libraries scattered throughout Chile. Her courses covered U.S. librarianship, reference practices, cataloging, and database searching.

A recognized expert in serials cataloging, Steinhagen also conducted an extremely successful workshop on



"THE EXPERIENCE OF WORKING ABROAD WITH THIS PROJECT [redacted] HAS BEEN THE HIGHLIGHT OF MY PROFESSIONAL LIFE."

[redacted] 3

"Flexibility" and "adaptability," central to each Library Book Fellow's overseas experience, certainly were the operative catchwords during Jill Graham Timbers's nine-month assignment in Finland, from September 1, 1987, to May 31, 1988. She arrived with her husband, Lexa, and her two-year-old son, Reijo to the tranquil beauty of forests and lakes. She also arrived to discover a program that was "almost 100 percent unlike what everyone foresaw." Timbers had expected to teach classes in Dialog online information retrieval to library science students and working librarians at the University of Tampere, the country's only Finnish-language university offering a library science degree. But her responsibilities mushroomed. Soon she was put in charge of evaluating American Studies collections at universities throughout Finland and asked to conduct a variety of smaller projects.

Jill Graham Timbers with Finnish husband, Lexa, and son, Reijo, visited family where Reijo met his grandparents for the first time.

JILL GRAHAM TIMBERS
Reference Librarian and Bibliographer
Central Michigan University, Mt. Pleasant
University of Tampere, Finland

This new dimension, a potential stumbling block to the less resourceful, actually brought immeasurable professional rewards to this Library Fellow. It had its "sadly comic" moments too. The director of the university library, short of staff, assumed that Timbers had come to Finland to unpack and catalog the boxes of donated American Studies books that still lay unopened on the floor.

To assess American Studies resources at the University of Tampere, Timbers conducted two advanced seminars of library science graduate students. The students examined the holdings of a very haphazardly developed American Studies Resource Room. With half of its holdings still in boxes, this special collection clearly was nonfunctional and also was causing hostility between librarians and American Studies professors.

Timbers interviewed the scattered factions involved with the collection and succeeded in bringing them together to discuss the situation, beginning a dialogue three years overdue. This discussion resulted in the closing of the American Studies special collection with plans to integrate the materials into the university library's main holdings, providing better access and cohesive collection development. Timbers' students then concentrated on preparing recommendations for a core collection of American Studies materials suited to the University of Tampere's program. To do this, the students used American

"PROFESSIONALLY AND PERSONALLY, I HAD A FABULOUS YEAR THAT RESULTED IN IMPORTANT PROFESSIONAL BONDS AND MEANINGFUL, LASTING FRIENDSHIPS."

pean, and U.S. database systems, which requires not only a change of language but also the restructuring of one's whole strategy.

Library science students, on the other hand, are offered little exposure to online systems and in fact, Dialog was only briefly mentioned in an overview class on library technology. Thus the need for library students to receive training in Dialog was evident, especially given the system's heavy use by Finnish technical universities and businesses, and the limited access to Dialog provided by some public libraries.

By mid-November, the University of Tampere had juggled monies and schedules to enable Timbers to offer the university's first class ever devoted to Dialog. The course was so popular that four times as many students signed up as could be accommodated in one class. Therefore, three additional sections were scheduled for the spring semester. One student even commuted to class from her job in Helsinki—two and a half hours each way! The enthusiastic response to the Dialog course, which Timbers taught both in English and in Finnish, led the Department of Library and Information Science to plan a reorganization of their core curriculum in order to include substantial work with Dialog. To facilitate their doing so, Timbers taught a full-day Dialog workshop for library science faculty.

A high point of this Library Fellow's stay was having the chance to meet the immediate family of the author, now deceased, whose work she is translating. That author's husband, Paavo Haavikko is Finland's most distinguished living writer. Timbers also presented a related paper titled "The Impact of Differing Patterns of Communication on Literature in Translation" at the American Studies conference in Helsinki.

Perhaps Timbers captured her overseas experience best when she wrote, early in her assignment, "There seem to be countless directions I could go in this year and endless projects I could work on.... Most of what I have seen makes me appreciate our system: not just the comforts of automation but the service orientation and the level of professional awareness among librarians. On the other hand, exposure to the information specialists here always leaves me feeling like a novice just peeking in awe at all the possibilities!"

ELOISE S. PETTUS

**Adjunct Associate Professor,
Graduate Library School,
University of Arizona, Tucson**

**University of Malaya,
Institute of Advanced Studies,
Kuala Lumpur, Malaysia**

Monsoons. High Tea. Trees filled with hundreds of chattering monkeys. Light switches that flip down for "on" and up for "off." Wild cane and calladiums. Alarm clocks that wind counterclockwise. A back yard dotted with trees bearing coconuts, bananas, papayas, and curry. And a block hit by fireballs of lightning twice in two weeks. These were just a few of the things that gave "culture shock" tangible meaning for Eloise Pettus and her husband, Dan, as they settled in for an eight-month stay on the Malay Peninsula south of Thailand.

For nearly thirty years, since its independence in 1957, Malaysia had been struggling to develop its library services. Visiting lecturers and other library professionals were sporadically invited to provide professional training for librarians beginning in 1963, but no structured training program was implemented until in 1968 at the MARA Institute of Technology.

Not until 1986, in fact, after twenty-seven years of concerted efforts, would funding become available to set up a postgraduate library school—the country's first—at the University of Malaya in the capital of Kuala Lumpur. The Master of Library and Information Science (MLIS) Program would be part of the University of Malaya's research-oriented Institute of Advanced Studies, whose programs were geared toward national development.

Pettus was chosen to spearhead the new program. Her official title as Coordinator of Studies befitted her status as the school's only full-time staff member. Although courses for the first year were already established when she arrived in October of 1987, Pettus' expertise as an administrator and library educator were critical to the program's future development. In fact, most of the professional librarians enlisted to lecture had no teaching experience. All did have specialized expertise and would focus on that area of scholarship in the coursework.

In the month before the MLIS program's inauguration in November 1987, Pettus worked to ensure that the program was smoothly launched, handicapped by language barriers, inevitable bureaucratic "snafus," and a lack of resources (her box of course syllabi, reading lists, lecture notes, and other essentials accumulated over the

Eloise S. Pettus welcomes the first students attending the University of Malaya, Master of Library and Information Science Program.

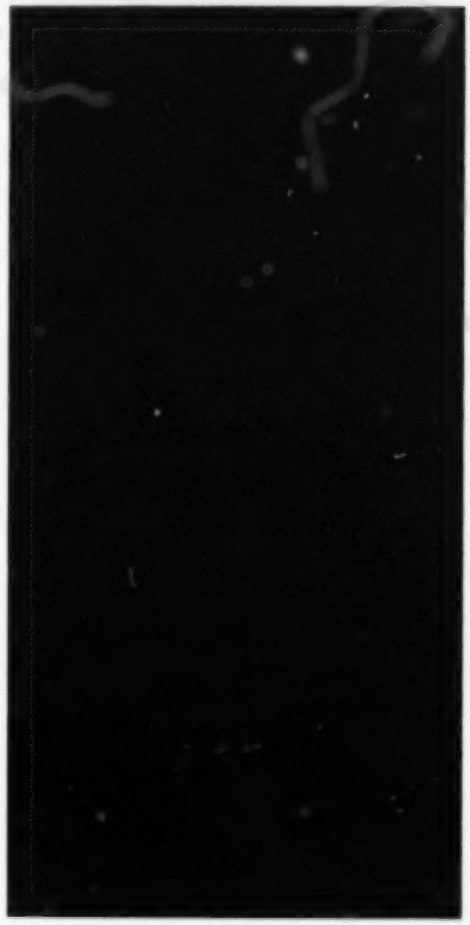
"I HAVE DEVELOPED A BROADER PERSPECTIVE ON OUR WORLD NEIGHBORS, AND AN APPRECIATION FOR THEIR WAYS. I WILL NEVER BE THE SAME AS I WAS BEFORE."

course of her career was temporarily lost in transit). Nevertheless, she succeeded in pulling together crucial program support materials, all the while concentrating on how they would best benefit students in addressing the local needs of a populace with whom she still had little acquaintance.

She drew up extensive lists of needed course-related library resources and hastily submitted them to the head librarian for purchase, scheduled planning and orientation meetings with staff, and juggled numerous other administrative duties. She also discovered, somewhat by accident and none too early, that it was her job to assemble a Student Handbook, complete with course outlines and tentative reading lists. As Visiting Lecturer, Pettus also was responsible for planning and conducting a technical services course titled "Organization and Use of Information"—and her box of lecture notes still had not arrived!

On opening day, seven of the sixteen students accepted for admission showed up for registration—teachers thus outnumbered students. But enough students enrolled to get the MLIS Program successfully off the ground. Students would spend two semesters on coursework, choosing from both core and elective courses. The other half of the program consisted of an internship/practicum, with students conducting fieldwork in a library, information center, or other approved location of their choice. Plans also were initiated to establish a working relationship with a "sister" school of library science at an overseas university to further promote graduate and postgraduate studies and research.

Pettus somehow also found time to tour school libraries in Kuala Lumpur; conduct a thorough evaluation of the technical services course she taught; attend several important cultural and professional ceremonies, including the presentation of a collection of



On Easter Sunday morning, Meryle A. Gaston strolls at the site of a sixth century church on the top of Mt. Nebo, Jordan.

MERYLE A. GASTON

Near East Librarian and
Assistant Curator
New York University,
New York City

American Center of Oriental
Research, Amman, Jordan

Meryle Gaston was certainly no stranger to Jordan. Before her selection as an ALA Library Book Fellow, she had traveled to this Middle Eastern kingdom to further her professional and academic goals. The intervening eight years, she observed upon her arrival, had brought much change to the capital of Amman, her base while on Fellowship. The city had grown vastly larger and more modern but, reassuringly, no less friendly. Gaston quickly settled back into the country's warm, communal lifestyle and immediately began work at the American Center of Oriental Research (ACOR) on September 25, 1987.

Founded in 1969, the ACOR Library houses specialized scholarly materials, including a large number of periodicals, focused on Jordanian-Palestinian and biblical archeology/history. This emphasis is none too surprising given the many archeological sites that abound in Jordan, some dating back to the Paleolithic Age (3 million B.C.). The Library serves a select clientele of resident and visiting scholars and, until recently, has depended on gifts and materials exchanges for collection development. A significant part of the core collection, in fact, consists of materials donated by scholars from their own private libraries, along with a wealth of unpublished manuscripts such as dissertations and excavation reports.

Gaston was impressed by the "truly international" flavor of ACOR. The Center plays an important role within the Jordanian scholarly community — especially in the field of archeology — and it attracts a "steady stream" of European, Australian, Canadian, Jordanian, and American visitors. Moreover, ACOR has forged strong ties with numerous archeological departments and institutes, especially the Jordanian Department of Antiquities, the British Institute, and the German Institute. As an additional Fellowship objective, Gaston sought to further ACOR's contacts with other academic institutions, including the University of Jordan, whose library is preeminent both in size and prestige in Jordan and maintains important holdings in Islamic/Arabic Studies, a particular interest of ACOR users.

Three components of the Fellowship project commanded most of this Near Eastern specialist's attention throughout her twelve-month stay: (1) establishing a computerized cataloging system linking ACOR's collection with those of other libraries in Jordan; (2) assessing the ACOR collection, writing a collection policy, and compiling acquisitions lists; (3) and cataloging/recataloging the ACOR collection. The ACOR administration had done some preliminary work on automating ACOR Library functions before Gaston's arrival in Amman, but no program had yet been implemented. Although the library owned IBM, Apple, and Wang microcomputers, no suitable software for these three systems was available locally to meet the library's needs for an online catalog and related widespread computer functions.

More urgent, this Library Fellow learned while assessing the ACOR collection, was the need to develop a "well-selected and well-organized collection." In the past, no regular funds were available for library purchases, so *all* donated library materials, however inappropriate, found their way into the collection. The time had come to establish weeding criteria and to build a strong research collection. Toward this end, Gaston developed and wrote a Collection Policy Statement to guide ACOR Library acquisitions.

She also noted that many titles "were lost" because of inaccurate or erroneous cataloging despite the best efforts of the dedicated, hard-working corps of untrained part-time volunteers. Even had the automation project gotten the go-ahead, the Library's paper files were in no condition to be automated, Gaston discovered.

She spent the remaining months of her Fellowship, which concluded on August 31, 1988, standardizing the cataloging and classification of materials to conform to AACR2 and Library of Congress practice, especially with an eye to future automation; recataloging the existing collection; and organizing and cataloging the important collection of unpublished manuscripts. Gaston also made considerable headway toward filling gaps in major areas of the ACOR Library's holdings by acquiring and cataloging significant research materials on Jordan and on Islamic Modern Middle Eastern history and culture, and other subjects. Most gratifying was the decision to hire a full-time professional librarian to continue the momentum gained this past year.

This Library Fellow had tremendous satisfaction from knowing that her efforts truly have made a difference in helping push the American Center of Oriental Research toward becoming a solid resource and research center for scholars in Middle Eastern Studies and archeology. Her many contributions have set an example of professionalism that has encouraged ACOR's leaders to seriously commit to developing the library by stepping up funding for collection management and acquisitions and the ongoing hiring of trained professional library personnel.

"MY YEAR AS AN ALA LIBRARY FELLOW...

HAS BEEN ONE OF THE MOST ENJOYABLE

AND SATISFYING I'VE HAD PROFESSIONALLY

AND PERSONALLY."

Few Americans have had the opportunity to climb a volcano in South Central Java or to see the Ramayana Ballet dance under the full moon on the lush Prambanan Plain. These became just "everyday" activities for Robert K. Bruce once he and his wife, Lin, melded into the patterns of this far-flung tropical nation whose hundreds of islands hug the equator in what was formerly the Dutch East Indies.

A former USAID University of Wyoming employee in Afghanistan, Bruce was well versed in the inevitable "glitches" that enter any cultural exchange program, especially one so new. Although the stated goal of his Fellowship was to train Indonesian librarians in collection development and the use of reference materials in his area of specialization, Bruce arrived in Jakarta to find a new goal awaiting him—that of assisting the Center for Library Development, which oversees the country's twenty-six regional libraries, in developing continuing education and training programs for librarians.

ROBERT K. BRUCE
Head, History and Travel Department
Minneapolis Public Library, Minnesota

National Library Development Center, Jakarta, Indonesia

On the plus side, Bruce learned that library networks, once rare, were gaining ground; major efforts were under way to adopt the IndoMarc system, a computer-acceptable standardization of bibliographic format; some 300 mobile libraries traveled throughout this primarily agricultural republic; each school by law was required to have a library; each of the twenty-six regional libraries had built or was constructing a new library; and the new Indonesian National Library building had recently been completed, housing the country's largest and most diversified collection. Library construction, however, far outpaced current needs for staffing, collection, and services.

In the short time remaining, Bruce worked vigorously to "get the word out" to various administrators, librarians, faculty, and students on ways to close the widening gap between library needs and capabilities. He held seminars and gave presentations to numerous educational, professional, and cultural groups. He prepared opinion papers and conducted training workshops to help guide libraries in their development efforts. He also recommended a mandatory National Certification Program for new and practicing librarians to continue honing their skills.

One of Bruce's most important contributions was to produce a pragmatic, detailed continuing education curriculum to "satisfy the diverse needs of the majority of library staffs." This he did in six areas: conservation and preservation; reference service; administration and management, including library automation; library services; collection development; and bookmobile service.

"IT HAS BEEN A GOOD YEAR FOR ME—

I HAVE BEEN OFFERED OUTSTANDING

HOSPITALITY AND LEARNING OPPORTUNITIES

EVERYWHERE I HAVE WORKED AND VISITED."

A formalized system of library education has been in place in India for more than seventy-five years. Of sixty-nine universities offering a comprehensive education in Library and Information Science, thirty-nine also offer MLIS programs and thirty have introduced library education programs at the doctoral level. And as Richard Greenfield, a law librarian specializing in legal research and library automation, discovered, Indian librarianship is on the verge of a major transformation, for a huge wave of activity toward automation is sweeping the country.

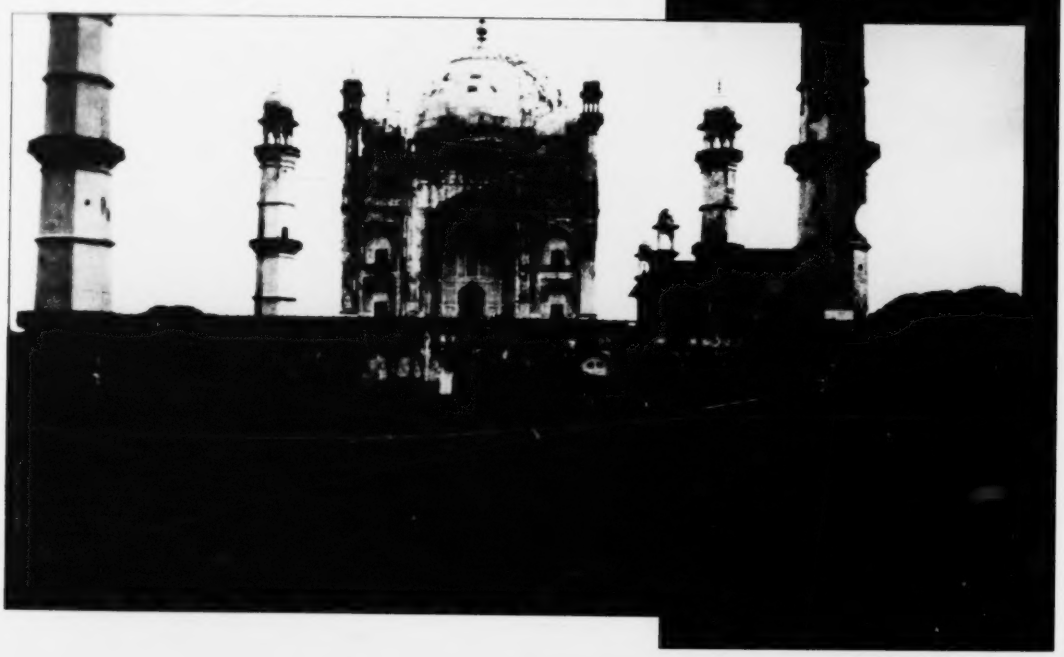
But when this Library Book Fellow arrived in-country on June 4, 1988, the hot, humid premonsoon night seemed to bode ill for his six-month expedition. First, Greenfield was forced to leave his expensive computer equipment (which he eventually regained) with Bombay Customs agents due to his inability to post a bond of three times the value of the equipment (approximately $25,000). He learned later that both computer hardware and software carries a prohibitive 200 percent import tax.

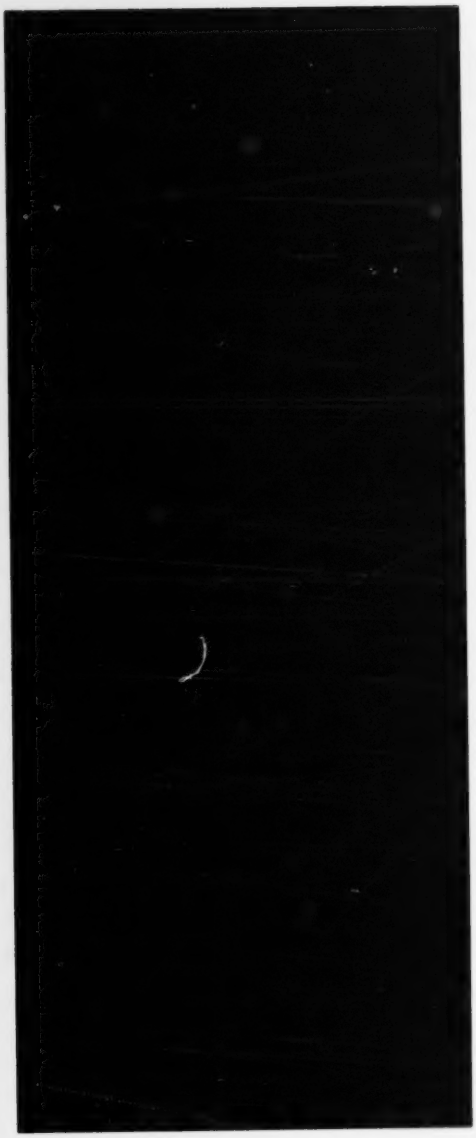
A second setback involved a "snafu" in Greenfield's official sponsorship. Originally, he was scheduled to work directly with two Indian institutions: the Indian Law Institute, the country's main legal research institution, and the New Delhi Law School, home to one of the best law libraries in India. His duties were to identify American law books germane to legal study in India and establish channels for placing these books in Indian law libraries; identify one or two current introductions to American law appropriate for translation into Indian languages and place them with publishers; and conduct workshops at Indian universities on law publishing, law librarianship, and the automation of legal practice and administration. Greenfield instead found the focus of his Fellowship shifting from law librarianship to library automation, particularly CD-ROM technology and integrated library software. This development came as no surprise, however, for this Fellow had a hunch that Indian library interests would parallel those in the United States.

RICHARD GREENFIELD

Senior Information Specialist,
General Reading Rooms Division
Library of Congress,
Washington, D.C.

Lecturer and Automation
Consultant, New Delhi, India





"ALTHOUGH MY PROGRAM CHANGED DRAMATICALLY, WHAT HAS DEVELOPED ALLOWED ME TO MEET MORE PEOPLE, SEE MORE PLACES, AND DO MORE THINGS."

Calcutta, Ahmedabad, Pune, and Hyderabad, where he consulted on the creation of in-house databases and software technologies, lectured on the use of expert systems in library reference services, held workshops in CD-ROM technologies, and conducted classes in library automation and online searching, among other activities.

In accordance with the original Fellowship proposal, Greenfield also found time to do a limited amount of collection development work with the Indian Law Institute, providing the Institute with several dozen acquisitions. Any serious collection development work, however, was difficult, because most Indian libraries are in very poor economic shape. The "bottleneck" in the advancement of the Indian library and information science profession, he says, is not a lack of interest in or understanding of the current state of the art, but simply a lack of funds and equipment. Computer hardware costs three times as much in India as elsewhere. And excessive import duties and severe budgetary constraints have further hampered the library profession's progress in India.

This Library Fellow welcomed his role as a "gadfly," carrying library automation news from one Indian institution to another. He discovered that "a burgeoning commercial software industry was being largely ignored by the library community," as each library independently worked at "reinventing the wheel" to produce an integrated library software package. In perhaps his greatest achievement overseas, Greenfield helped open the lines of communication and cooperation between several Indian libraries and directed them to "some very sophisticated integrated software packages" on which domestic software developers were already "putting the finishing touches." Before his departure on December 4, 1988, this Library Fellow also succeeded in pointing the way toward some cooperative ventures between Indian law libraries and institutions and foreign institutions as yet another means of improving library services—especially regarding automation—with minimal expenditures.

Library Fellow Isabel Stirling came to the Republic of Turkey with more than a decade of experience as a science librarian in academic libraries. The fit between her interests—bibliographic instruction and computer literature searching—and the needs of her hosts was a comfortable one. As she happily discovered, the country's librarians and library faculty had a keen interest in the latest technological developments, including library automation, preservation, and networking.

Although her Fellowship lasted a brief four months, from October 1, 1988, to January 31, 1989, Stirling's duties were expansive. Her primary goals were to teach database searching in Dialog and other sci-tech databases at the Documentation Center of the Higher Education Council of Turkey and to hold graduate seminars at the Hacettepe University School of Library Science. Many other projects cropped up as well.

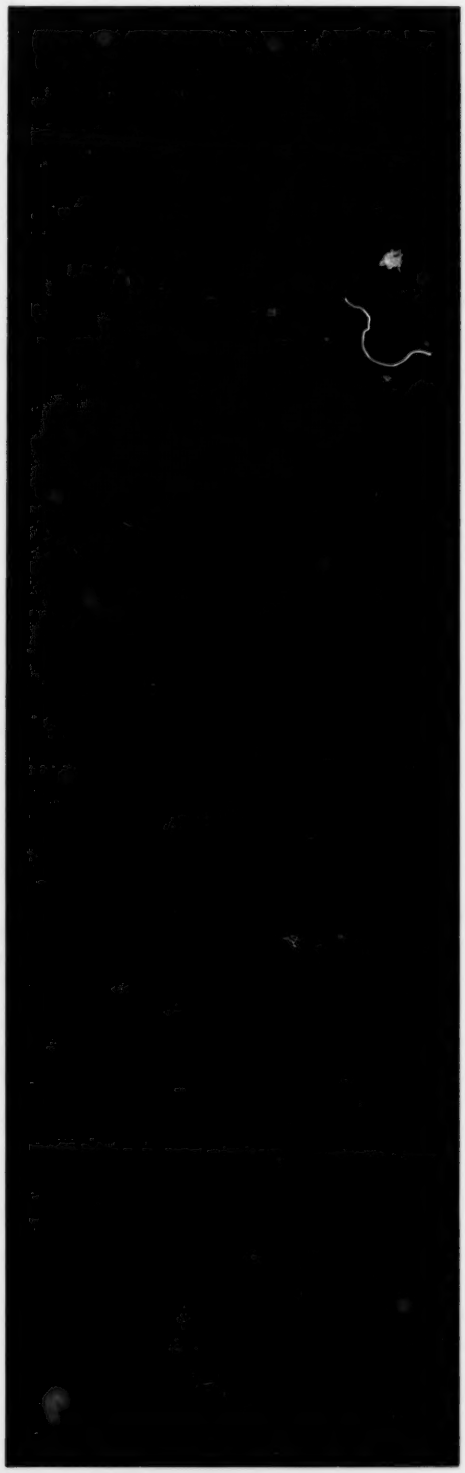
ISABEL A. STIRLING

Head, Science Library
University of Oregon, Eugene

Higher Education Council of Turkey and Hacettepe University School of Library Science, Ankara

Stirling was invited to consult with the head librarian at newly established Bilkent University in Ankara, Turkey's first private university, who was seeking direction for a new research library she was developing. This Fellow also served as a liaison between the American Library Association and the Emily Dean Heilman Fund, an ALA-administered trust established by the will of the Fund's namesake in order to "further librarianship in Turkey." As liaison, Stirling worked with committee members to develop proposals for appropriate funding projects. Other activities took Stirling to a variety of university libraries and library school programs, primarily in the Ankara area, where she exchanged insights and information with her overseas colleagues. And as a special guest of the Turkish-American Women's Cultural Society, Stirling traveled to a remote village to observe the volunteer group's popular bookmobile program in action.

But most of the science librarian's attention was claimed by her work at the Documentation Center. Established in 1983, the Center provides general online searching, the country's only such service; photocopies; and on-site access to more than 15,000 Turkish and foreign (mostly U.S.) journals. While well-equipped, the Center faced a hefty backlog of search requests due to limitations in staffing and a complete lack of vendor training in Turkey.



In addition, this Library Fellow held seminars for reference librarians at the Documentation Center who, while not directly involved in the search service, helped patrons use printed indexes and abstracts. The goal was to help these librarians see how the online databases "fit into the overall research picture." Yet another aspect of Stirling's work at the Center involved updating various training manuals and thesauruses; writing a simplified manual for searchers that described, in updatable notebook form, shortcuts for often-used symbols; and drafting recommendations for organizing and managing the online search service. These recommendations included offering instruction in database searching at the country's twenty-seven university libraries, forming an online users' group, and establishing a cooperative relationship between the Center's free, labor-intensive online search service and a similar but primarily scientific/technical service that a sister institution provided for a fee.

Interwoven with these activities, Stirling taught a graduate seminar at the library school at Hacettepe University on "Recent Trends in Academic Libraries," which all of the MLS students attended, as did postgraduate students, research assistants, some faculty, and the department chairman. Noticing a critical shortage of teaching aids, Stirling proposed that the library school set up a microcomputer lab to give students hands-on training and direct online exposure, perhaps through a grant from the Emily Dean Heilman Fund. She also gave a public lecture on "Trends in Conservation and Preservation," offered Dialog training and information on medical literature databases to the university's medical librarians, and assisted the USIS Library and the British Council Library with database demonstrations and training materials.

This Library Fellow's influential role helped library personnel in Ankara become more proficient in their knowledge and use of database services. What's more, the door to intercultural understanding and exchange has been opened much wider thanks to Stirling's efforts.

"THE PROJECT HAS BEEN INTERESTING, INTENSE, AND I HOPE PRODUCTIVE.... AN OPPORTUNITY TO SHARE MY EXPERIENCE AS A LIBRARIAN AND GAIN AN INTERNATIONAL PERSPECTIVE AT THE SAME TIME."

ELSPETH POPE

Cataloger
Evergreen State College Library,
Olympia, Washington

Ministry of Education,
Port Louis, Mauritius

On arriving in Port Louis, Elspeth Pope met with M. A. Parsuraman, the Minister of Education, Arts and Culture, to discuss library development in Mauritius.

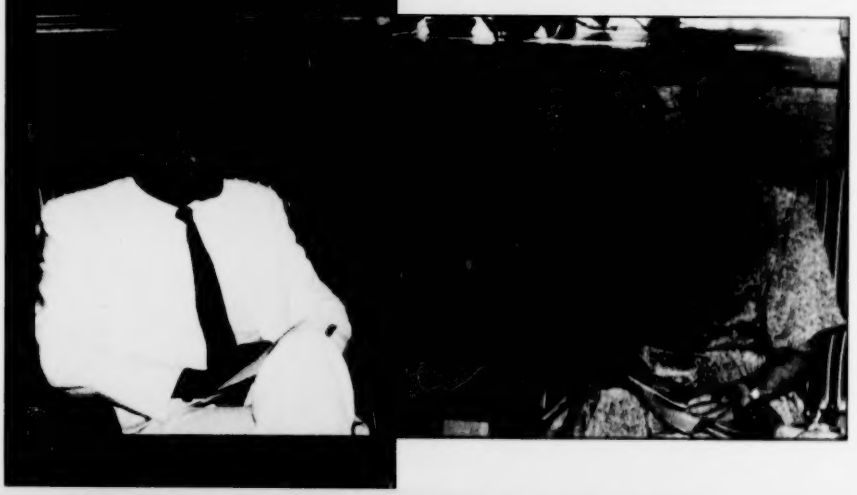
When Elspeth Pope and her husband, Jim, first arrived on the idyllic tropical island of Mauritius in the Indian Ocean, just east of Madagascar, she was swamped with requests for solutions to a variety of library problems. These included preventing library theft, motivating children to read, obtaining new books without funds, automating a documentation center and starting a resource network for the agricultural department's continuing education programs. Clearly, her first task was to cast off the mantle of "library miracle worker" the local press had bestowed on her. For, given the six short months (October 1, 1987 - March 31, 1988) of her Library Fellowship, she would be fortunate to accomplish any one of these.

Pope quickly discovered that libraries were understaffed; all except school libraries charged an annual membership or deposit fee; and most had no catalogs of any kind. The country had only thirteen qualified information specialists earning less than school teachers. Adding to this "image" problem, most library workers still viewed the library as "just a collection of books," with librarians acting more like security guards protecting their storehouses than disseminators of information. Even more surprising to Pope was that despite the libraries' close proximity to each other in this small country about the size of Rhode Island, few cooperative activities existed.

After weeks of fact finding and meeting with government officials and librarians throughout the country Pope settled on two goals.

Her first priority was to establish a national union catalog that would identify all of the country's existing library materials. Once this foundation was laid, current library services could be improved and a strong national bibliographic service built.

Pope knew that Mauritius had been considering such a national system for many years. Starting in 1959, in fact, several extensive reports by outside



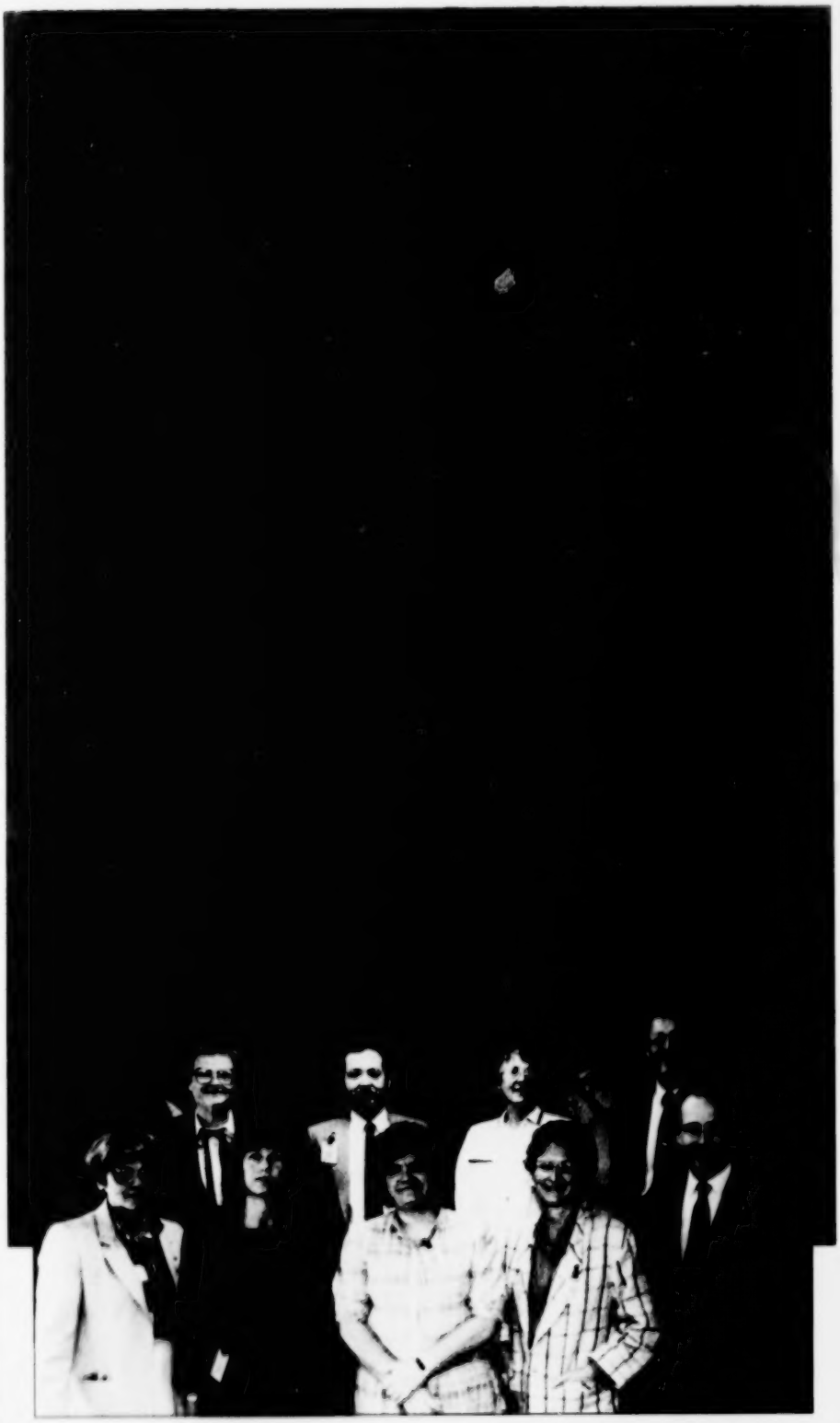
"I AM ASTONISHED AT THE AMOUNT OF INFORMATION I HAVE GATHERED, THE WIDE VARIETY OF EXPERIENCES I HAVE ENJOYED, AND THE GREAT NUMBER OF PEOPLE I HAVE MADE CONTACT WITH."

library experts had recommended specific goals and tools for implementing such a system. But attempts to implement these goals had foundered due to a lack of funding and qualified people. Pope saw that conditions were now ripe "to pull all these individual collections into a cooperating network, to strengthen the total information capabilities of Mauritius.... help all libraries gain their full potential,... and [provide the country with] the necessary [information resources] for growth, development, and everyday living."

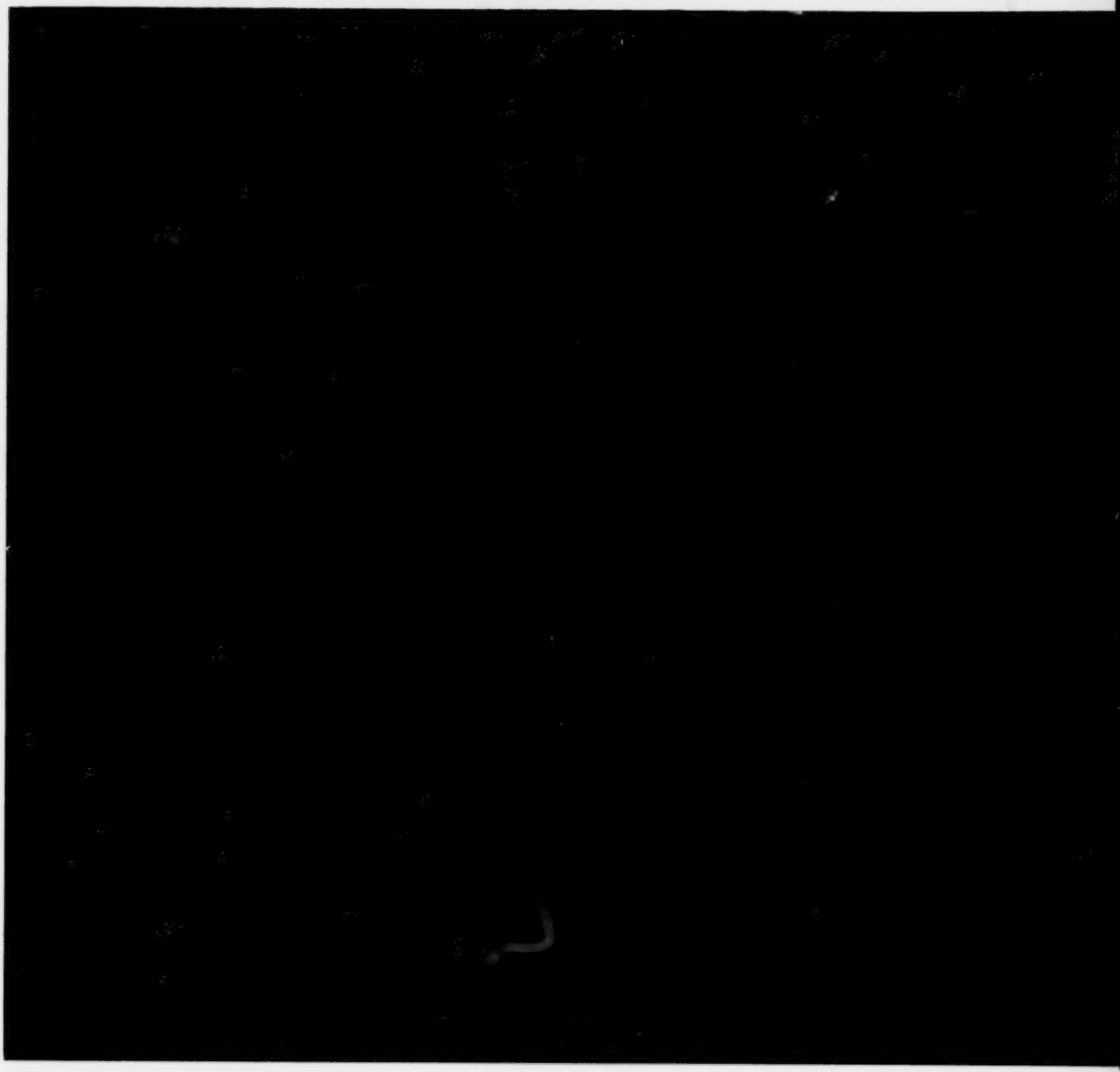
Her second main goal was to set up a centralized processing center for handling all library acquisitions, cataloging, and classification functions. Such a system would cut costs, encourage library development, and promote cooperation among individual libraries.

Pope found her work with the island's many dedicated library workers to be challenging, stimulating, and well spent overall. Her work with the Ministry of Education, Arts, and Culture—Mauritius' largest governmental body concerned with library materials—led to a firm beginning for reorganizing and modernizing many of that nation's library services.

Pope helped Mauritius move forward to achieving its ultimate goal of developing a strong centralized national library system. Toward this end, she has overseen the establishment of a centralized processing center, with its own building and small staff; laid the groundwork for a national union catalog, to be combined with a national reference and referral library serving as an interlibrary loan center and later merged into a national bibliographic service; and instituted a shelf-list program for more efficient and effective stock taking.



The first participants in the Library/Book Fellows program attended an orientation session in Washington, D.C., before departing for their overseas assignments. They are (l to r, first row): Helen Amabile, USIA Library Programs Division; Isabel Stirling; Meryle A. Gaston; Elizabeth N. Steinhagen; Robert P. Doyle, American Library Association; (l to r, second row) Eloise S. Pettus; Richard Greenfield; Elspeth Pope; Robert K. Bruce. Absent Jill Graham Timbers.



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